

*AutoSkill Academy Suite*

*Version 5.3*

*Getting Started for  
Teachers*

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*AutoSkill Academy Suite*

Getting Started for Teachers

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# Chapter 1

## Introduction

In this chapter:

- Introduction
- How to reach us

# Introduction

This guide is intended as a reference for teachers while preparing the *AutoSkill Academy Suite* for use after the program has been installed and the System Administrator or AutoSkill Coordinator has entered district information, added schools, and distributed licenses.

Copies of the “Environment” and “Monitoring and Managing Student Training” chapters from the *User Guide* are also included, so this book can be used as a reference during student training.

The tasks to prepare for training include:

- Creating classes and assigning students to them.
- Familiarizing yourself with the Academy
- Preparing the classroom for students
- Introducing students to the program

All of the steps are described in Chapter 2 of this book. If you need additional information, references to the *User Guide* are provided.

## *Getting Started for Administrators*

A second book, called *Getting Started for Administrators* contains the tasks that the System Administrator must complete before AutoSkill Coordinators or Teachers can complete their preparation. The book also contains the steps that are in this Guide, so it could be used as a complete reference for preparing the Academy for use. *Getting Started for Administrators* does not include the copy of “Monitoring and Managing Student Training”.

# Introduction

The *AutoSkill Academy Suite*<sup>™</sup> is a suite of intervention programs for students who need to develop their basic reading and math skills. It includes the *Academy of READING*<sup>®</sup>, an intervention program for students who need to develop their basic reading skills and the *Academy of MATH*<sup>®</sup>, an intervention program for students who need to develop their basic math skills, especially those who are behind.

The *Academy of READING* focuses on the component skills of reading, including sound matching, letter-sound matching, decoding, and phonics. The aim is to work towards developing a student's comprehension abilities. This combination represents a powerful intervention tool to complement your existing reading curriculum for students in K-12 and adults.

The *Academy of MATH* focuses on ten basic math skill areas: number sense, addition, subtraction, multiplication, division, fractions, equations, measurement, geometry, and graphing. Within each area, the student learns the appropriate terms, uses them in operations, and solves word problems.

The *Academy of READING*, the *Academy of MATH*, and the AutoSkill Management System are installed on a central Academy Server Station computer. You use the web browser on your workstation to run the program. The license key, which is imported the first time the System Administrator logs in to the AutoSkill Management System, determines which programs and features are available.

Teachers and other staff use the AutoSkill Management System to control and monitor student training. Students use the *Academy of READING* or the *Academy of MATH* student interface, each of which is separate from the Management System, to do their work. The AutoSkill Management System and the student interface can be accessed locally or remotely from any supported client workstation web browser.

## Components

All of the components of the *AutoSkill Academy Suite* are installed on the Academy Server Station. They include the *Academy of READING* application, the *Academy of MATH* application, a database (which is used by the *Academy of READING*, the *Academy of MATH*, and the AutoSkill Management System), and a web server. The database and web server are used only by the *Academy of READING* and the *Academy of MATH*. They are independent of any other databases or web servers that may already be installed.

Students and staff use their web browsers to communicate with the Academy web server, which in turn communicates with the application and the database.

## *SuccessTrack*

Reports on student training at the district, school, class, and student level are included with the *Academy of READING* and the *Academy of MATH*. Also included is SuccessTrack. This is a feature that allows administrators to set targets for time on task and session time.

## *SpanishTutor*

For students whose first language is Spanish, the SpanishTutor™ add-in provides Spanish-language tutorial assistance and instructions. In this way, students can devote their attention to improving their skills, and not to figuring out how to use the program. The purpose of the training, however, is still to improve English skills, not Spanish.

## How to reach us

If you have a question about the Academy or require technical assistance, you can contact AutoSkill International Inc. by

### **Telephone**

**Customer Support:** 1-800-288-6754

**Support Hours:** Monday through Friday 8:00 a.m. to 7:00 p.m. [Eastern Time]

### **Email**

You can also send your support request to [support@AutoSkill.com](mailto:support@AutoSkill.com)



**Web**

Visit us at **[www.AutoSkill.com](http://www.AutoSkill.com)**

**Mail**

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555 Legget Drive, Tower B  
Ottawa, ON, Canada  
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## Chapter 2

# The Environment

In this chapter:

- Introduction
- Logging in
- The management system display
- Online and printed documentation
- Printing
- Saving reports

## Introduction

This chapter covers the AutoSkill Management System display. It shows:

- Logging in
- The management system display
- Online and printed documentation
- Printing
- Saving reports

## Logging in

Staff and students each have their own user interface. Staff members use the AutoSkill Management System interface and students use the *Academy of READING* or *Academy of MATH* student interface.

### *Staff login*

Teachers and other staff members use the AutoSkill Management System to monitor and manage student training. Staff members who have administrative responsibilities within the Academy also use the AutoSkill Management System to carry out their duties.



*Note: The license for the AutoSkill Academy Suite may have an expiry date. If the license has expired, students may continue training, but a System Administrator must log in to the AutoSkill Management System and import a new license before other staff members can log in.*

Figure 2-1: Staff member login page

► To log in as a staff member

- 1 On your workstation, click on the AutoSkill Management System icon, or in your web browser enter the URL for the Management User login page. (<http://<server name or IP address>/academy/management.do>). The AutoSkill Management System login page appears.
- 2 If you are a System Administrator or District Administrator, select **District**. If you are an AutoSkill Coordinator, Teacher, or School Administrator, select your school.
- 3 Enter your password and click **Login**.



*Note: The most common causes of login difficulties are errors in typing or selecting a school that does not correspond to your role.*

## Student login

Students use the student login screen to log in to the *Academy of READING* or the *Academy of MATH*. Staff cannot log in from a student login screen. They log in from the AutoSkill Management System screen.

Figure 2-2: Student log-in screen



From time to time, particularly for familiarization purposes, as a staff member you may want to log in to the Student interface. To do this, you can create a student account for yourself and log in with that account.



*Note: If you do not want the information from your practice student account to appear in any reports generated by the Academy, clear the **Register for training** boxes on the practice student's *Modify a Student User: Personal Information* page when you finish your practice session. You access this page from the *Classes Registry List* on the *Classes* tab.*

### ► To log in as a student

- 1 Make sure that the student is wearing good quality headphones and is comfortably seated at the workstation.
- 2 On the student's workstation, click on the *Academy of READING* or *Academy of MATH* icon or, in the web browser, enter the URL for the Student login page. (<http://<server name or IP address>/academy/academyofreading.do> or <http://<server name or IP address>/academy/academyofmath.do>). The Student login page appears.
- 3 Select the school from the drop-down list if necessary.

- 4 Type the student user name and password.
- 5 Click Login. The *Academy of READING* or *Academy of MATH* lobby opens.



**Notes:**

- *The most common causes of login difficulties are errors in typing or selecting the wrong school.*
- *Student user names are listed in the Student Registry and in the Class Registry. If **View student passwords** is selected in the options on the System tab, the Class Registry will also show the student passwords.*
- *You can print the Class Registry.*

## The management system display

The AutoSkill Management System display contains up to five tabs (depending on the role of the logged-in user), a menu bar on the left side, and an application area in which the data appears.

Figure 2-3: Typical management interface page

The screenshot shows the AutoSkill Management System interface. On the left is a menu bar with options like 'School district', 'General information', 'Next training period', 'SuccessTrack', and 'Schools'. The 'Schools' menu is expanded, showing 'Registry list', 'Create a school', 'Licensing', and 'Incoming students'. The main area has tabs for 'System', 'Schools', 'Classes', 'Users', and 'Reports'. The 'Schools' tab is active, displaying a 'School registry list' for 'Demonstration District' with a superintendent 'Everett Sherbert'. It shows a table with columns for 'School name', 'School type', 'Training period', 'Reading only', 'Math only', and 'Both'. Two schools are listed: 'Elementary School' and 'High School'. Annotations with red arrows point to various parts: 'Your user name' points to 'admin'; 'Menu bar contents depend on your role' points to the left menu; 'Tabs visible according to your user role' points to the top tabs; 'Log out' points to the 'Log out' link; 'Open help page for this screen' points to the 'Help' icon; 'Open a view for printing' points to the 'Printer friendly' link; and 'Application window: Contents vary according to Tab and menu selection' points to the main data area.

### *Tabs on the management system display*

The management system display uses up to five tabs, depending on your role. Menu items available depend on user role.

**System tab:** Used for system-wide maintenance and monitoring activities. Accessible by System Administrators (some functions are also accessible by AutoSkill Coordinators). Functions include:

- Monitoring system status and activity
- Recovering or purging deleted students
- Backing up the database
- Setting system options
- Scheduling report updates
- Importing or exporting student records

**Schools tab:** Used for district and school administration activities. Menu items available depend on user role. Accessible by System Administrators and AutoSkill Coordinators. Functions include:

- Viewing and modifying District information
- Creating or deleting schools
- Transitioning to a new training period
- Managing licenses
- Setting SuccessTrack parameters
- Completing student transfers
- Viewing or modifying school information

**Classes tab:** Used for managing classes, monitoring student training, viewing student certificates, and setting the test schedule. Information on this tab is updated continuously. This is the place where Teachers will spend most of their time when logged in to the Academy. Accessible by System Administrators, AutoSkill Coordinators, and Teachers. Functions include:

- Viewing or modifying class information
- Viewing and printing student certificates
- Creating or deleting classes
- Scheduling student tests
- Monitoring and managing student training



**Users tab:** Used for managing staff and student accounts. Accessible by System Administrators and AutoSkill Coordinators. Functions include:

- Viewing or modifying staff and student information
- Changing passwords
- Creating or deleting staff and student user accounts
- Viewing student status warnings

**Reports tab:** Used for viewing reports on student training at the student, class, school, and district level. Information is up to date as of the last report update as specified on the System tab. Accessible by System Administrators, District Administrators, AutoSkill Coordinators, School Administrators, and Teachers. Reports include:

- Snapshot reports
- Gains details
- Test results
- Gains summary
- Student training progress
- Reading comprehension
- Class weekly progress
- Math training details

## Online and printed documentation


The user documentation is accessible from the AutoSkill Management System. It consists of context-sensitive help, online documentation, and documentation in PDF format, which you can print locally.



*Note: To view the online help, JavaScript must be enabled in the browser. In Internet Explorer, browser security settings must allow active scripting.*

The documentation available is listed below:

- **Context-sensitive help:** Context-sensitive help explains the information on the page that you are viewing. To open the context-sensitive help, click the Help link at the top of any page in the browser.

For additional information, and to help place the information in context, you can refer to the Table of Contents in the left-hand pane of the window. To quickly display the current location in the Table of Contents, click the  icon.


To access documents in PDF format, click on the Printed Documentation link. These files can be viewed and printed in Adobe® Reader®, a free download available from [www.adobe.com](http://www.adobe.com).

- **Installation Guide:** The *Installation Guide* provides the information required to prepare to install the Academy, carry out the installation, and to verify that the installation is successful. The document is available as a printed book as a PDF file on the installation CD.
- **Getting Started Guide for Administrators:** *Getting Started Guide for Administrators* provides System Administrators with condensed instructions for preparing the *AutoSkill Academy Suite* for use after it has been installed. Some of the student- and class-related procedures can also be carried out by AutoSkill Coordinators or Teachers. The document is available as a published book, and online as a printable PDF file.
- **Getting Started for Teachers:** The *Getting Started Guide for Teachers* provides AutoSkill Coordinators and Teachers with condensed instructions for setting up classes and preparing the *Academy of READING* and the *Academy of MATH* for use. The document is available as a published book, and online as a printable PDF file.
- **User Guide:** The *User Guide* contains detailed instructions for setting up and managing the *Academy of READING* and the *Academy of MATH*, mon-

itoring student training, and completing system administration tasks. It is available online as a printable PDF file.

- **Reports Guide:** The *Reports Guide* describes each of the training reports created by the *Academy of READING* and the *Academy of MATH*. It is available online as a printable PDF file.
- **Math Placement Test Questions:** The *Math Placement Test Questions* book contains the questions and answers used in the *Academy of MATH* pre-test and post-test. It is available online as a printable PDF file.
- **Reading Placement Test Questions:** The *Reading Placement Test Questions* book contains the stories, questions, and answers used in the *Academy of READING* tests. It is available online as a printable PDF file.
- **Reading Comprehension Training Stories:** The *Reading Comprehension Training Stories* book contains the stories and questions used during comprehension training. It is available online as a printable PDF file.

## Printing

You can print any page in the Management System that has a Printer Friendly link (  [Printer friendly](#) ). Click the link to open a new window with a view that is suitable for printing. Use the Print command in your browser to print the view. Close the window to return to the Management System.

Most web browsers allow you to control the page layout and printing of background colors and images. Page layout includes margins, orientation, headers, and footers.

For the Academy screens to print as they should, you should set the browser to print the background colors and images.

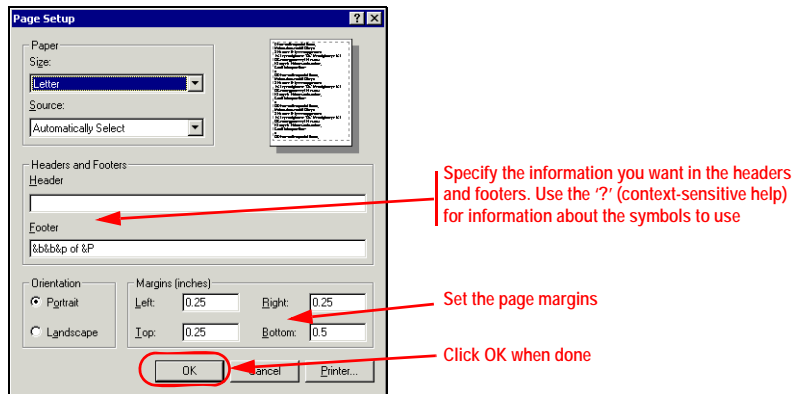
### *Setting the print options in Internet Explorer*

In Internet Explorer, you use the File menu to set the page layout, and the Advanced tab in Internet Options on the Tools menu to control the printing of background colors and images.

#### ► To set page layout and print options in Internet Explorer

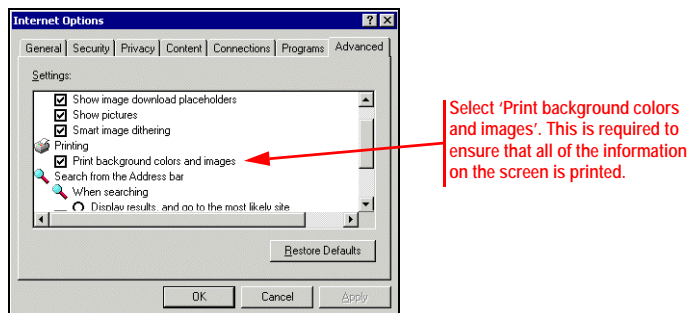
- 1 In the **File** menu, select **Page Setup**. The Page Setup screen appears.

Figure 2-4: Page setup - Internet Explorer



- 2 Set the options as required and then click **OK**.
- 3 On the **Tools** menu, select **Internet options** and then select the **Advanced** tab.

Figure 2-5: Internet options



- 4 On the **Settings** screen, scroll down to the **Print** section and select **Print background colors and images**. This is required to ensure that all of the information on the screen is printed.
- 5 Click **OK**.

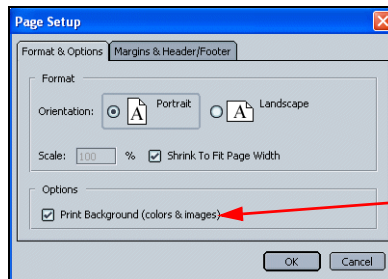
## Setting the print options in Netscape

In Netscape, you use the File menu to set the page layout and to control the printing of background colors and images.

### ► To set page layout and print options in Netscape

- 1 In the **File** menu, select **Page Setup**. The Page Setup window appears.

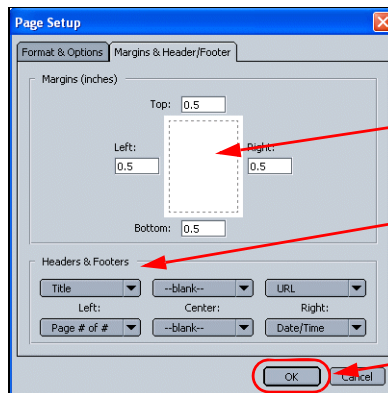
Figure 2-6: Page setup - Netscape



Select Print Background (colors and images). This is required to ensure that all of the information on the screen is printed.

- 2 On the **Format & Options** tab, select **Print Background (colors & images)**. This is required to ensure that all of the information on the screen is printed.
- 3 Select the **Margins & Header/Footer** tab.

Figure 2-7: Headers and footers



Set the page margins

Specify the information you want in the headers and footers

Click OK when done

- 4 Set the options as required and then click **OK**.

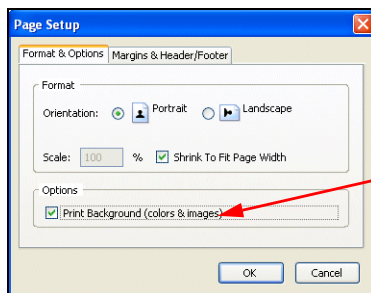
## Setting the print options in Firefox

In Firefox, you use the File menu to set the page layout and to control the printing of background colors and images.

► To set page layout and print options in Firefox

- 1 In the **File** menu, select **Page Setup**. The Page Setup window appears.

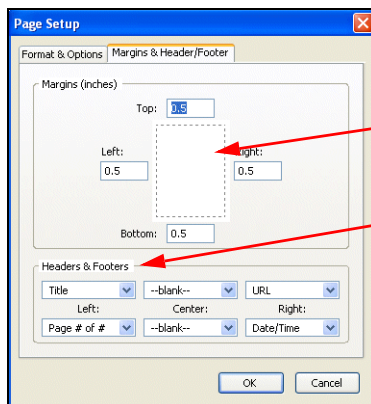
Figure 2-8: Page setup - Firefox



Select Print Background (colors and images). This is required to ensure that all of the information on the screen is printed.

- 2 On the **Format & Options** tab, select **Print Background (colors & images)**.
- 3 Select the **Margins & Header/Footer** tab.

Figure 2-9: Headers and footers



Set the page margins

Specify the information you want in the headers and footers

- 4 Set the options as required and then click **OK**.

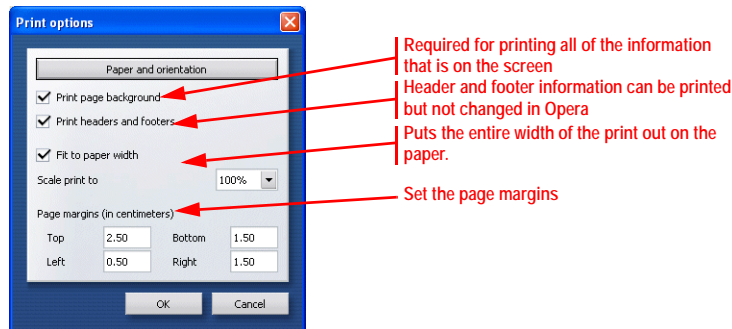
## Setting the print options in Opera

In Opera, you use the File menu to set the page layout and to control the printing of background colors and images.

### ► To set page layout and print options in Opera

- 1 In the **File** menu, select **Print options**. The Print Options window appears.

Figure 2-10: Print setup - Opera



- 2 Select **Print page background**. This is required to ensure that all of the information on the screen is printed.
- 3 Select the other options as needed.
- 4 Click **OK**.

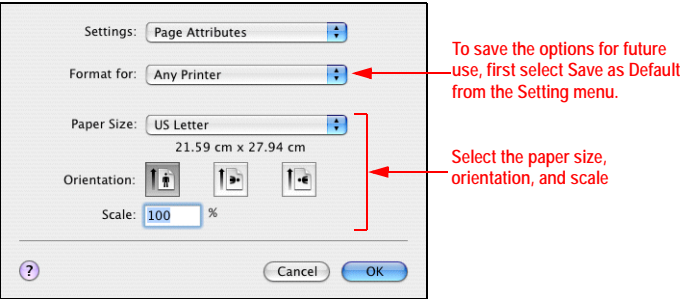
## Setting the print options in Safari

In Safari, you use the File menu to set the page attributes. Then, you click Print and select the printer to use and set other print options, such as printing backgrounds, on the Copies & Pages pop-up menu.

### ► To set page layout and print options in Safari

- 1 In the **File** menu, select **Page Setup**. The Page Setup window appears.

Figure 2-11: Page setup - Safari



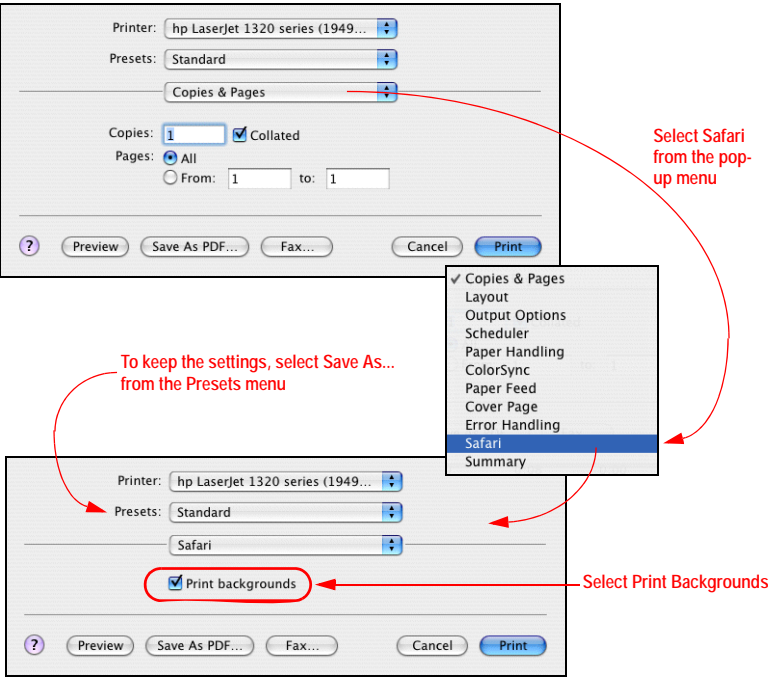
- 2 Set the options and then click **OK**.



*Note: To save the settings for future use, first select Save as Default from the Setting menu.*

- 3 From the browser **File** menu, click **Print**. A printer selection screen opens.

Figure 2-12: Printer settings





- 4 From the **Copies & Pages** menu, select **Safari** and select **Print backgrounds**. This is required to ensure that all of the information on the screen is printed.
- 5 To save the presets for future use, select **Save As...** from the Presets menu.

## Saving reports

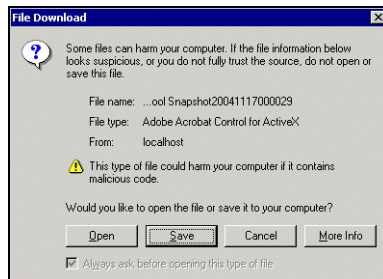
All reports on the **Reports** tab have a **Save** link (↔ [Save](#)). Clicking this link creates an Adobe PDF file on the Academy Server Station and then opens the browser download dialog so that you can save the file.

You can open the file without first saving it. If you do this, be sure to save the file before you close the viewer; otherwise, you will again have to click **Save** in the **Reports** tab.

### ► To save a report

- 1 On the **Reports** tab, display the report to be printed.
- 2 Click **Save** at the top of the report. A PDF file is created on the Academy Server Station, and a new web browser window opens, with the file download dialog displayed. The dialog for Microsoft Internet Explorer is shown in the figure.  
To cancel the export, click **Cancel**.

Figure 2-13: File download



- 3 You can either save the file or you can open it.  
Click **Save** to save the file in a suitable location.  
To open the file, click **Open**. (If you choose to open the file instead of saving it, the file is no longer available from within the Academy. You must save it from the program you used to open it.)



***Note:** In the Safari browser on the Macintosh, the file opens in a preview window and is automatically saved to the default location specified in the Safari download preferences.*

## Chapter 3

# Quick Start

In this chapter:

- Overview
- Log in to the AutoSkill Management System
- Create classes and add students to them
- Familiarize yourself with the Academy
- Prepare the classroom
- Introduce students to the program

## Overview

This chapter summarizes what to do to prepare the program for use after it has been installed and schools and students have been added to the registry list.

Each step is discussed in more detail in a corresponding section later in the chapter.

- 1 Log in to the AutoSkill Management System, page page 24.
- 2 Create classes and add students to them, page 24.
- 3 Familiarize yourself with the Academy, if you wish to familiarize yourself with the students' view of the Academy, page 30.
- 4 Prepare the classroom, page 31.

## Log in to the AutoSkill Management System

Log into the AutoSkill Management System with your user name and password.

If staff members have not yet been added to the Academy, you will have to log in using the System Administrator account that was set up during the installation. Then, you can add the staff members who will complete the rest of the tasks.

## Create classes and add students to them

You can do this as one step per class, or you can create the classes and then let each teacher add the students to their own classes.

You create classes or modify class information on the **Classes** tab.

For more information, see “Creating, modifying, or deleting classes” in the *User Guide* under “Managing Classes”.



To create a class

- 1 Click on the **Classes** tab.

- 2 On the **Classes** menu, click **Create a class**. The Create a Class: Class Information page appears.

Figure 3-1: Class information

**Create a class: class information**

Enter the class information:

School\*  
Rousseau Public School

Teacher (owner)\*  
Welsh, Sue (Teacher)

Teacher (secondary)  
Apple, Marjorie (Teacher)

Teacher (secondary)  
None

Grade\*  
3

Subject\*  
Math

Comments

Name\*  
WelshS-3

\*denotes required field

Save Save and add students to this class...

- 3 Add the class information as described below.

Table 3-1: Class information

Field	Description
School	<p>System Administrators can select a school; AutoSkill Coordinators and Teachers can see only their own school.</p> <p>You cannot change the school that an existing class belongs to.</p>
Teacher (owner)	<p>This is the teacher who has primary responsibility for the class.</p> <p>System Administrators and AutoSkill Coordinators can select from a drop-down list that contains all of the teachers registered in the school. Classes created by a Teacher automatically belong to that teacher.</p> <p>Teachers cannot assign a class to a different teacher.</p>
Teacher (secondary)	<p>These are teachers other than the primary teacher who also have responsibilities in the class.</p>
Grade	<p>Students in the class can be from a different grade than the one assigned to the class.</p>

Table 3-1: Class information (Continued)

Field	Description
Subject	Reading or Math. Available choices depend on which products are installed and licensed.
Name	<p>Must be unique within Reading or within Math. You can have the same name for a Math class and a Reading class.</p> <p>You can use letters, numbers, spaces, ampersand (&amp;), apostrophe ('), quote ("), period (.), hyphen (-), forward slash (/). Maximum length is 30 characters.</p> <p>The system automatically creates a name consisting of the teacher's name and a letter or number representing the class grade, but you can change it.</p>
Comments	Maximum length is 255 characters.

- 4 To save the class without adding students, click **Save**.



*Note: To cancel without saving any changes, click any menu item in the navigation pane.*

To add students to the class, click **Save and add students to this class**. The Select Students to Add to this Class page appears. See “Add students to a class”.

## Add students to a class

You use the Classes tab to add students to a class.

Teachers can add students to their own classes only. System Administrators and AutoSkill Coordinators can add students to any class.

For more information, see “Creating, modifying, or deleting classes” in the *User Guide* under “Managing Classes”.



To add students to a class

- 1 Click on the **Classes** tab.

- 2 On the **Classes** menu, click **Registry list**. The Class Registry List page appears.
- 3 Click on a class name. The Class Information page for the class appears.



*Note: If you are a teacher and your name does not appear in the **Teacher** column, no classes have been assigned to you. You must create a class before you can add students.*

To add students to the class, click **Add students to this class**. The Select Students to Add to this Class page appears.

Figure 3-2: Add students to a class

System   Schools <b>Classes</b> Users   Reports			
<b>Class information for MacLeodD-4</b> <a href="#">Help</a>			
School: Rousseau Public School		Grade: 2	
Subject: Reading		Teacher: Donald MacLeod	
<b>Select students to add to this class</b>			
Grade: <span>2</span> <span>7 names listed</span>			
<input type="checkbox"/>	Student name	Grade	In Reading class
<input type="checkbox"/>	Cooper, James	2	No
<input type="checkbox"/>	Longfellow, Henry	2	No
<input type="checkbox"/>	Mowatt, Farley	2	Yes
<input type="checkbox"/>	Richler, Mordecai	2	Yes
<input type="checkbox"/>	Sadler, Mary	2	No
<input type="checkbox"/>	Shields, Carol	2	No
<input type="checkbox"/>	Stowe, Harriet	2	No
<input type="button" value="Add to class"/> <input type="button" value="Create new student..."/>			
<input type="button" value="Cancel"/>			

- 4 Select the checkbox beside each student who is to be added to the class. If you wish, you can use the **Grade** list to display only students who are in a certain grade.

If a student's name is not on the list, you must add the student to the registry first. See "Creating a student to add to a class"



*Note: To cancel without saving any changes, click **Cancel** or click any menu item in the navigation pane. Any new students you registered in the Academy will remain, however.*

- 5 Click **Add to class**. The selected students are added to the class and the Review Class Roster page appears.

## Creating a student to add to a class

If a student who you want to add to a class does not appear on the student list, you can add the student to the registry list and then add the student to the class.

► To create a student

- 1 On the Select Students to Add to this Class page, click **Create a new student**.
- 2 For a new student, on the **Students** menu click **Create a student**. The Create a Student User: Personal Information page appears.
- 3 Enter the information as described below.

Table 3-2: Student personal information

Field	Description
Grade	The grade the student is in within the school system. Select from the list.
Last name Middle name First name	Names can contain letters, numbers, spaces, ampersand (&), apostrophe ('), quote (""), period (.), hyphen (-). Maximum length is 30 characters.
User name	Change the user name if you want.  Not case-sensitive. You can use letters, numbers, spaces, ampersand (&), apostrophe ('), quote (""), period (.), hyphen (-), underscore (_), at sign (@). Maximum length is 30 characters.
Password Confirm password	Not case-sensitive. Use any character. Spaces are not allowed. Maximum length is 30 characters.
Birth date	Select the month, day, and year of birth from the drop-down lists. If you do not want to specify a year, select 'Adult'. To omit the birthday, select mmm/dd/yyyy.
Gender	Use 'Unknown' if you do not want to specify the gender.



Table 3-2: Student personal information (Continued)

Field	Description
Student number	<p>Not required but if used it must be unique within the district.</p> <p>Case-sensitive. Use letters and numbers only. Maximum length is 30 characters.</p>
Training information	<p>Select <i>Academy of READING</i> and/or <i>Academy of MATH</i> to register the student for training.</p> <p>Students must be registered in the <i>Academy of READING</i>, the <i>Academy of MATH</i>, or both before they can start training. Only selections for items that are installed and licensed are available.</p>
<i>Academy of READING</i>	<ul style="list-style-type: none"><li>• <b>Assign junior/senior story topics:</b> By default, junior story topics are assigned to grades K-8.</li><li>• <b>Enable SpanishTutor:</b> Select for students who are to receive tutorial assistance and instruction in Spanish. Available only if the SpanishTutor module has been activated.</li><li>• <b>Do not test this student:</b> The student will receive neither a placement test nor any post-tests. You cannot change this option after the student has logged in for the first time.</li></ul>

Table 3-2: Student personal information (Continued)

Field	Description
<i>Academy of MATH</i>	<ul style="list-style-type: none"><li>• <b>Read math questions automatically:</b> Questions and response options are read aloud to the student. After the passage is read, the student can click on a passage and hear again. This is the default for grades K-1.</li><li>• <b>Enable read-aloud for math questions:</b> Student can click on a text passage to hear it read out loud.</li><li>• <b>Disable read-aloud for math questions:</b> Read-aloud is not available.</li><li>• <b>Enable timer bar on the math question screen:</b> Show time remaining to answer a question. Applies to training only, not to placement test or practice questions.</li><li>• <b>Enable SpanishTutor:</b> Select for students who are to receive tutorial assistance and instruction in Spanish. Available only if the SpanishTutor module has been activated.</li></ul>

4 Click **Save**.

The student is added to the registry and the Select Students to Add to This Class page appears again.



*Note:* To cancel without saving any changes, click **Cancel** or click any menu item in the navigation pane.

## Familiarize yourself with the Academy

If you want familiarize yourself with the Academy, you can create and use a couple of practice student accounts to see how the training works. After you have finished with these accounts, you should delete them or at the very least remove their registration for training. Click on the student name in the Students Registry list and under Training information remove the checkmark from *Academy of READING* and *Academy of MATH*.

## Prepare the classroom

Before your students come to class, prepare the classroom for use. Some things to consider:

- Ensure that each of the workstations that students are to use are working properly and that the student login page displays properly.
- Ensure that each workstation is equipped with a proper set of earphones for the student.
- Log on to the AutoSkill Management System, display the class list for your class and print a copy. You will use the list to help students with logging in to the Academy.

Before students begin training, it is advised that you print out the class roster that lists the user name and passwords of students. However, this roster must be kept in a secure location and students must not have access to this roster. It is to be used for reference by the teacher only.

## Introduce students to the program

Students who have not been exposed to the program before will benefit from some assistance in starting.

### ► Logging in as a student

- 1 Have students locate the *Academy of MATH* or *Academy of READING* icon that appears as a shortcut on the student workstation desktop.

If you do not have this icon, you can also start the program by entering one of the following URLs in your web browser:

For the Academy of READING - `http://<your server name>/academy/academyofreading.do`

For Academy of MATH - `http://<your server name>/academy/academyofmath.do`.

- 2 Select the school from the drop-down list.
- 3 Enter the student user name in the Student User Name field.
- 4 In the Password field, enter the student's password.
- 5 Click the **Login** button.

- 6 Have students explore the student lobby.
- 7 When the students are ready, they can click on the classroom door and begin the placement test.

### *Tips for doing placement tests*

Students who are mentally prepared do better in tests:

- Try not to test at the end of a day or week or when students are tired. Testing near holidays or other fun activities can result in weak attention to the task and results in poor outcomes.
- Students need to be in a good frame of mind. If students are having a bad day, their scores will reflect this.

For all tests:

- Allow at least a full class period for the test. Some students will require more than one period. Tell the students that the test may take some time.
- During the test, monitor students early to ensure they understand and are participating. Tell them not to rush. Time is not a factor; however, you should note the time that each student takes. Watch for students who are going through the assessment too quickly.
- Some younger students may not understand how to use the mouse at first. You will have to show them.
- Have students check their work, ensuring that they did not miss any questions.

In the *Academy of READING*:

- Have students read the entire passage silently before answering any questions. More than one response may appear to be usable, so tell the student to select the response that they think most closely fits the story.
- The I'm Done button appears when the student has completed a story. If the button does not appear, the student has probably not answered all of the questions. Look for empty blanks in the story.

In the *Academy of MATH*

- Tell the student not to worry if the questions appear too difficult. In order to find the correct level, the program must ask questions that are beyond the student's ability.
- The I'm Done button appears when the student has answered all ten of the questions in the current level. If the button does not appear, the student has probably not answered all of the questions. Look for a 'blue button' in the list of question numbers.



## Chapter 4

# Monitoring and Managing Student Training

In this chapter:

- Introduction to monitoring student training
- Training monitor
- Student training progress
- Progress in Individualized Training Program
- Interventions in training
- Modifying mastery criteria
- Modifying the assigned training program
- Certificates
- Student Testing
- Student finishes a training program

## Introduction to monitoring student training

The purpose of monitoring student training is to stay informed about their progress so that you can identify developing problems early and give the students the help they need.

The Classes tab gives you access to the information and tools to monitor training. You can view and monitor progress at the class level and at the individual student level. Teachers have access to their own classes, AutoSkill Coordinators have access to all classes in their school, and System Administrators have access to all classes in all schools.

When you click on the Classes tab, the Training monitor page opens. This page lists all of the students in a class and gives a quick visual impression of their progress. You can choose to see classes from the *Academy of READING* or the *Academy of MATH*. Information accessed from the Training monitor page is kept up to date at all times. By contrast, the information on the Reports tab is updated at intervals specified by the System Administrator. It could be up to 24 hours old.

While managing student training, you can:

- View a list that shows the current status of all students' training.
- View a summary of a single student's training in the current exercise.
- View the student's progress in the Individualized Training Program.
- Modify the mastery criteria for skills.
- View and print student training certificates.
- View testing status and specify when students take post-tests.

## Training monitor

The Training Monitor page is the home page for Teachers, and is the page that appears when a System Administrator or AutoSkill Coordinator clicks on the Classes tab. It gives an overview of the recent activity in the selected class, showing the last time students logged in, what skills they are working on, and an indication of how they are progressing.



Figure 4-1: Training monitor (*Academy of READING*/*Academy of MATH*)

System
Schools
**Classes**
Users
Reports

**Class training monitor**
Printer friendly
Help

School: Elementary School
Subject: Reading

Class: LSM-AVM-Comp Grade 4
Next scheduled test in class: Feb 14, 2006

Grade: 4
Teacher: Ivana Morrison

Training period: Sep 1, 2005 to Jun 30, 2006

18 students in this class

Student name	Last login	Current skill	Trial number	Progress
<a href="#">AudVisualMatch, Green</a>	Oct 31, 2005 1:19 PM	Let sou		
<a href="#">AudVisualMatch, GreenPause</a>	Oct 24, 2005 11:56 AM	Let Gro pat		
<a href="#">AudVisualMatch, Struggle</a>	Oct 31, 2005 1:23 PM	Aud Let		
<a href="#">AudVisualMatch, StruggleGreen</a>	Oct 31, 2005 11:41 AM	Aud Let		
<a href="#">AudVisualMatch, StrugglePause</a>	Oct 24, 2005 11:15 AM	Let lett		
<a href="#">AudVisualMatch, TeacherTime</a>	Oct 24, 2005 12:07 PM	Aud Let		

System
Schools
**Classes**
Users
Reports

**Class training monitor**
Printer friendly
Help

School: Elementary School
Subject: Math

Class: MathClassOne
Next scheduled test in class: Feb 14, 2006

Grade: 4
Teacher: Donald MacLeod

Training period: Sep 1, 2005 to Jun 30, 2006

22 students in this class

Student name	Last login	Current skill	Trial number	Progress
<a href="#">Addition, Green</a>	Nov 28, 2005 1:55 PM	Addition: Operations 4	T2	▲
<a href="#">Addition, GreenPause</a>	Nov 28, 2005 1:56 PM	Addition: Operations 4	---	▼
<a href="#">Addition, PracticeTT</a>	Nov 22, 2005 3:27 PM	Addition: Word Problems 3	p8	👤
<a href="#">Addition, Struggle</a>	Nov 28, 2005 1:56 PM	Addition: Word Problems 4	T5	▼
<a href="#">Addition, StrugglePause</a>	Nov 28, 2005 1:57 PM	Addition: Terms 2	T7	▼

## Viewing the class training monitor

This page opens by default when you click on the Classes tab. From any other page on the Classes tab, you click on the Training Monitor menu selection to open the page. You can view the students in any class that you have access to. By clicking on any student's name, you can see a detailed summary of the student's training.

### Class training monitor

This page lists the students who are in the selected class. It shows when they last logged in to the program and their progress in the skill that they are working on.

At the top of the page, select *Academy of READING* or *Academy of MATH*.

Select a School from the list. System Administrators can select a school. AutoSkill Coordinators and Teachers can see only their own school.








Select a Class from the list. System Administrators and AutoSkill Coordinators can select any class in the school. Teachers can select only their own classes.

The Next Scheduled Test Date serves as a reminder that one or more students is to receive a test on the date indicated. Click Test Schedules on the Class Tools menu to see which students are affected.

Table 4-1: Training monitor

Field	Description
Student name	Click on the student name to view the Student Training Progress for that student.
Last login	The date the student last logged in.
Current skill	The skill area and skill that the student is working on.
	In the <i>Academy of READING</i> , students train in five skill areas: Each skill area consists of several skills.
	<div><div><ul style="list-style-type: none"><li>• Sound Match</li><li>• Letter-Sound Match</li></ul></div><div><ul style="list-style-type: none"><li>• Visual Match</li><li>• Auditory-Visual Match</li><li>• Comprehension</li></ul></div></div>
Trial number	In the <i>Academy of MATH</i> , students train in ten skill areas: Each skill area consists of several skills.
	<div><div><ul style="list-style-type: none"><li>• Number sense</li><li>• Addition</li><li>• Subtraction</li><li>• Multiplication</li><li>• Division</li></ul></div><div><ul style="list-style-type: none"><li>• Fractions</li><li>• Equations</li><li>• Measurement</li><li>• Geometry</li><li>• Graphing</li></ul></div></div>
	Trial type and number: <ul style="list-style-type: none"><li>• P—Practice</li><li>• T—Training</li></ul> Numbers are sequential from the first trial, regardless of the trial type. For example: P1, T2, T3, T4, P5, P6, T7, etc.

Table 4-1: Training monitor

Field	Description
Progress	 Student has completed all training and has a status of Graduate.
	 Student is progressing well and has had no interventions for the current skill type.
	 At least one intervention has occurred for the current skill type.
	 In the <i>Academy of READING</i> , student has been paused in AVM or VM and is working on the next skill in sequence other than the one they are paused in.  In the <i>Academy of MATH</i> , student has been paused in any skill and is working on a skill at the next lower level.
	 In the <i>Academy of READING</i> , student has been paused in AVM or VM. The student is working on the next skill in sequence other than the one they are paused in. The student has had at least one intervention in that skill.  In the <i>Academy of MATH</i> , student has been paused in any skill and is working on a skill at the next lower level. The student has had at least one intervention in that skill.
	 Student needs <u>teacher time</u> .
	 In the <i>Academy of READING</i> , student has been paused in AVM or VM. The student is working on the next skill in sequence other than the one they are paused in and needs teacher time on that skill.  In the <i>Academy of MATH</i> , student has been paused in any skill and is working on a skill at the next lower level. The student needs teacher time on that skill.

# Student training progress

The purpose of this page is to give the teacher information about a student’s progress on current skill. This page gives the information needed to allow the teacher to understand what can be done to help the student.

Figure 4-2: Student training progress page (*Academy of READING*/*Academy of MATH*)

SystemSchools**Classes**UsersReports

Academy of READING® - Student training progressPrinter friendlyHelp

Student: Louise EmeryClass: Walker Gr 5 ReadingTeacher: Rochelle WalkerTraining program: 6-7 Moderate Stream

Training progress in Letter-Sound Match: Beginning soundsCurrent activity: training

StrugglingThis student has had at least one intervention in either practice or training.Show trial details

Training trials summaryLast trial start date: Jul 13, 2005 8:39 AMTime on task for this skill: 17 min 20 secNumber of successful trials: 2 out of 10

InterventionsApr 3, 2007 2:06 PM - Academy intervene accuracy decreaApr 3, 2007 2:06 PM - Academy intervene student reviewsTo help a student get past a single skill mastery criteria for that one skill only. Match: Beginning soundsIn all other situations, you should leave th Academy. However, if you strongly believe in an entire skill area to a student's perso criteria for the skill area. Click here: Modify

OK

SystemSchools**Classes**UsersReports

Academy of MATH® - Student training progressPrinter friendlyHelp

Student: GreenPause AdditionClass: MathClassOneTeacher: Donald MacLeodTraining program: Level 3 - Level 4

Training progress in Addition: Operations 4Current activity: tutorial

StrugglingThis student has had at least one intervention in either practice or training.Show trial details

Training trials summaryLast trial start date: Nov 23, 2005 2:52 PMTime on task for this skill: 0 secNumber of successful trials: 0 out of 8

InterventionsNov 23, 2005 2:52 PM - Academy intervention during training: student training was paused for this skillTo help a student get past a single skill that is blocking progress, you can relax the mastery criteria for that one skill only. Click here: Modify mastery criteria for Addition: Operations 4In all other situations, you should leave the mastery criteria at the values set by the Academy. However, if you strongly believe that your intervention is needed to adapt training in an entire skill area to a student's personal needs, then you can modify the mastery criteria for the skill area. Click here: Modify mastery criteria for an entire skill areaIf you believe this student would benefit from a different training program you can change the Individualized Training Program. Click here: Modify the Individualized Training Program

OK

Academy of READING

Academy of MATH

The information provided includes:

- The name of the Individualized Training Program that the student is following. You can click on the program name to get more details.
- The name of the skill the student is working on and a summary of the student’s progress. You can click on a link to show details of the student’s practice on the skill.
- A button to clear teacher time for the student.

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- Links to the mastery criteria pages.
- In the *Academy of MATH*, a link to change the student’s Individualized Training Program.

*Viewing student training progress*

You open the Student Training Progress page for the student’s current skill by clicking on the student’s name on the Training Monitor page. From there, you can open a page that shows details of the student’s progress.

► To view the student training summary

- 1 On the Class Training Monitor page, select *Academy of READING* or *Academy of MATH*, and then select a school and class.
- 2 Click the student’s name. The Student Training Progress page for the current skill appears.
- 3 From this page you can view other information about the student’s training:

To view:	Do this:
The student’s Individualized Training Program	Click the underlined program name beside the <b>Training program</b> label. The Student Progress From <Date> To <Date> page appears. See “Student progress from <date> to <date>” on page 49.
Details of the student’s work on the current skill	Click the <b>Show trial details</b> link. This link is not available while viewing tutorials. See “Student training progress” on page 42.

- 4 Click **OK** to return to the Class Training Monitor page.

## Student training progress

The top portion of the page shows administrative information about the student and indicates which Individualized Training Program the student is following. Click on the link to view the entire training program and the student's progress.



### Notes:

- *An asterisk (\*) in front of the training program name indicates that the student has completed the initial Individualized Training Program and is working on supplemental material. Also, in the Academy of MATH only, the asterisk will appear if a teacher has manually changed the student's assigned Individualized Training Program.*
- *A plus-sign (+) after the training program name indicates that some skills from the previous training program were not mastered at the Academy Recommended criteria and have been added to the current training program.*
- *A period followed by a number (for example, ".2") after the training program name indicates that the same training program has been assigned previously in the current training period or in a previous training period.*

The shaded portion of the page gives information about the student's progress on the current skill area.

Click on the Show Trial Details link to change the display in the bottom portion of the page to show detailed information about each of the trials the student has attempted.

The Interventions portion of the page shows the last intervention that occurred and the actions taken.

If a student's training is paused and the student is in teacher time, a Recommendation section appears with suggestions about actions to take before clearing teacher time. To cancel teacher time and allow the student to carry on with training, the teacher clicks the Clear teacher time button. This button is available only if the student's training is currently in Teacher time.

If a student is struggling, the Academy can temporarily adjust the mastery criteria for one or more exercises. It is also possible for staff to change the criteria, although this should be done only in special circumstances. Links at the bottom of the page provide access to the forms for doing that. See “Modifying mastery criteria” on page 57 for more information about changing mastery criteria.

In the *Academy of MATH*, if the teacher thinks that the training program assigned may not be suitable for the student (either too easy or too hard) the program can be changed. See “Modifying the assigned training program” on page 67 for more information.

Table 4-2: Mastery criteria modification

Link	Description
Modify mastery criteria for <current skill>	Opens a page where you can change the <a href="#">mastery criteria</a> for the specific skill area the student is working on.
Modify mastery criteria for the entire skill area	Opens a page where you can select a <a href="#">skill area</a> and modify the mastery criteria for the entire skill area.

Clicking **OK** opens the Student training progress page.

Student training progress—Trial details

When the student clicks on the Show Trial Details link, the lower portion of the Student Training Progress page changes to a list of all of the trials the student has attempted for the current skill. It shows when the trials were attempted and the results on each. A link is provided to show details of the errors on each trial.

Figure 4-3: Student training progress—Trial Details (*Academy of READING*/*Academy of MATH*)

Trial details					
Trial	Start date	Time on trial	Correct answers	Time-outs	Errors
T12	Jul 13, 2005 8:39 AM	1 min 40 sec	16 out of 20	0	<a href="#">4 errors</a>
P11	Jul 13, 2005 8:38 AM	20 sec	3 out of 4	0	<a href="#">1 error</a>
T10	Jul 13, 2005 8:38 AM	1 min 40 sec	0 out of 20	0	<a href="#">20 errors</a>
T9	Jul 13, 2005 8:38 AM	1 min 40 sec	0 out of 20	0	<a href="#">20 errors</a>
OK					

Academy of READING

Academy of MATH

Trial details					
Trial	Start date	Time on trial	Correct answers	Time-outs	Errors
P8	Jul 12, 2005 3:44 PM	0 sec	0 out of 4	0	<a href="#">4 errors</a>
P7	Jul 12, 2005 3:44 PM	0 sec	0 out of 4	0	<a href="#">4 errors</a>
P6	Jul 12, 2005 3:44 PM	0 sec	0 out of 4	0	<a href="#">4 errors</a>
P5	Jul 12, 2005 3:44 PM	0 sec	0 out of 4	0	<a href="#">4 errors</a>
OK					

Table 4-3: Student training progress—Trial details

Field	Description
Trial	<p>Trial type and number, most recent at the top:</p> <ul style="list-style-type: none"><li>• P—Practice</li><li>• T—Training</li></ul> <p>Numbers are sequential from the first trial, regardless of the trial type. For example: P1, T2, T3, T4, P5, P6, T7, etc.</p>
Start date	Date the student started the trial.
Time on trial	Time spent working on the trial.
Correct answers	The number of correct answers out of the total questions in the trial.
Errors	The number of errors made. Click on an entry to show the <b>Trial errors—details</b> page.
Time-outs	The number of times the student failed to answer in the allotted time.
Pace	<p>In the <i>Academy of READING</i>, the difference between the slowest and fastest response time in <a href="#">AVM</a> or <a href="#">VM</a> exercises.</p> <p>Also known as the <a href="#">response time range</a>.</p>

Click **OK** to return to the Training progress page.



**Trial errors—details (*Academy of READING*)**

For each error in the selected trial, this page shows the expected response and the student’s actual response. For those exercises that allow two attempts and selecting the correct answer, the page lists both errors.

For Comprehension exercises, each question that the student answered incorrectly is shown.

Figure 4-4: Student training progress—Trial errors (*Academy of READING*)

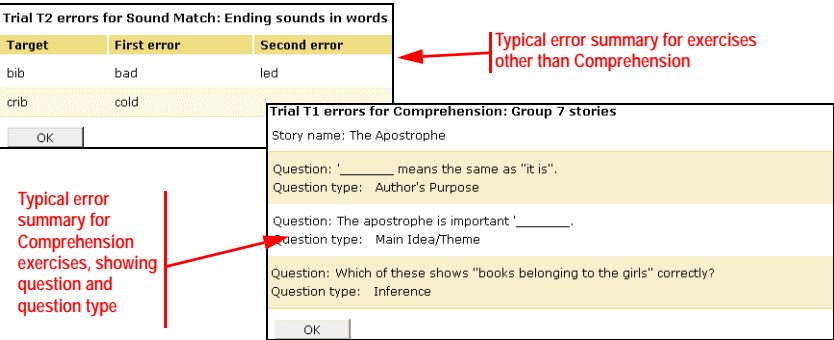


Table 4-4: Details of errors in trials

Link	Description
Target	Shows what the expected response was.
First error	The student’s response.
Second error	For puzzles (where the student is allowed two tries to select the correct response), this column shows the student’s second incorrect response.
Question	In Comprehension exercises, the question the student answered incorrectly.

Table 4-4: Details of errors in trials

Link	Description
	The objective of the question. The <i>Academy of READING</i> uses seven objectives:
Question type	<div><div><div>• Main Idea/Theme</div><div>• Author’s purpose</div><div>• Detail</div><div>• Sequence</div></div><div><div>• Inference</div><div>• Vocabulary</div><div>• Relationship</div><div>• Text structure</div></div></div>

Click **OK** to return to the Training details view.

**Trial errors—details (*Academy of MATH*)**

For each error in the selected trial, this page groups errors by learning objective and for each question shows the number of incorrect responses.

The question number of each question that the student answered incorrectly is shown. Select the checkbox beside the questions you want to view and then click **Show question details** to see the questions.

In the question view, click **Show answers** to highlight the correct response. Click < or > to cycle through the selected questions. Click **Print** or **Print All** to print the questions.

For a complete list of questions and answers, refer to the *Academy of MATH Questions Viewer*, which is on the Math Skills Overview CD.

Figure 4-5: Student training progress—Trial errors (*Academy of MATH*)

Trial T4 errors for Subtraction: Terms 4

This diagnostic information provides the teacher with insight into the student's strengths and conceptual errors in relation to specific learning objectives. It can be used as a resource to adapt teaching and learning to meet student needs.

<input type="checkbox"/>	Frequency	Learning objective	Number of attempts	Question number
<input type="checkbox"/>	2	Understand subtraction keywords and symbols	1	sub-t-4-003t
<input type="checkbox"/>			1	sub-t-4-006t
<input type="checkbox"/>	2	Recognize and extend subtraction patterns	1	sub-t-4-072t
<input type="checkbox"/>			1	sub-t-4-051t
<input type="checkbox"/>	2	Addition - subtraction relationship	1	sub-t-4-041t
<input type="checkbox"/>			1	sub-t-4-066t


OK

Show question details

Select the checkboxes beside the questions you want to view.

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Table 4-5: Details of errors in trials (*Academy of MATH*)

Link	Description
	Select to include this question when you click <b>Show question details</b> .  You can select all questions in the list by selecting the checkbox in the heading row.
Frequency	The number of questions of this type that the student answered incorrectly or not at all.
Learning Objective	Each question in the <i>Academy of MATH</i> has a specific learning objective.
Number of incorrect responses	Gives an indication of the amount of difficulty the student had with the question:  1 - Student answered correctly on the second try.  2 - Student made two incorrect tries and then the program showed the correct answer.  Time-out - Student was unable to answer in the time allotted.
Question number	Use this number to locate the question in the <i>Academy of MATH Questions Viewer</i> , which is on the Math Skills Overview CD.

Click **OK** to return to the Training details view.

## Progress in Individualized Training Program

This page, which you access by clicking the Training program link at the top of the Student Training Progress page, shows how the student is progressing in completing the assigned Individualized Training Program. It shows the skills the student will be trained in, the sequence in which the skills will be encountered, and the progress made so far. See “Student progress from <date> to <date>” on page 49 for an explanation of the page.

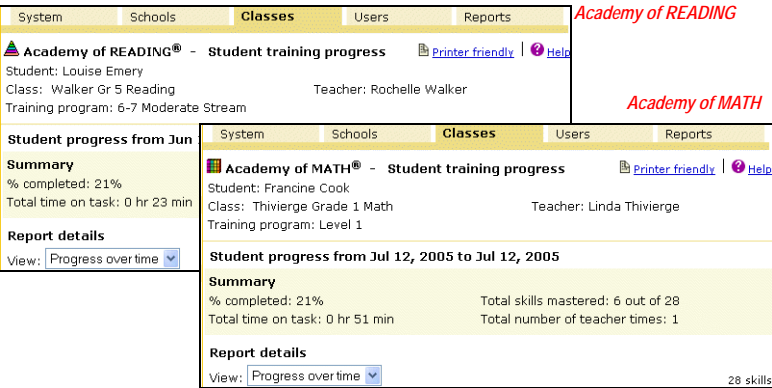
The report is in two sections.

The top portion shows administrative information about the student and indicates which Individualized Training Program the student is following. The shaded portion of the page gives a summary of the student’s progress in the program.

The Report Details section lists all of the skills in the Individualized Training Program and shows how the student is progressing in each. You can select one of two views:

- Progress Over Time shows how long the student took to master skills and what criteria were used to confirm mastery (Default criteria, *Academy of READING* or *Academy of MATH* intervention, or Teacher intervention).
- Ease of progress gives details about how the student mastered each skill.

Figure 4-6: Student training progress (*Academy of READING*/*Academy of MATH*)



### Viewing student progress in the Individualized Training Program

The Student Training Progress shows the student’s progress in the training program. You open it by clicking on the ‘Training program’ name in the top part of the Student training progress page.

- To view the student’s progress in the Individualized Training Program
- 1 On the Student Training Progress page, click the underlined link beside the **Training program** label. The Student Training Progress display changes to show the Individualized Training Program and the student’s progress.

- 2 From the **Report details** section, select **Progress over time** or **Ease of progress**.

**Student progress from <date> to <date>**

This page shows the student’s progress in the assigned Individualized Training Program from the beginning of the training period to the current date. It shows the skills the student will be trained in, the sequence in which the skills will be encountered, and the progress made so far.

The information on this page is the same as presented in the Training Progress report on the Reports tab but it is updated as the student works, while the Training Progress Report is updated only at intervals specified by the System Administrator on the System tab.

The Summary section shows at a glance the student’s current progress.

In the Report details portion of the page, select one of the views:

- Progress over time
- Ease of progress

Table 4-6: Student progress page—Summary section

Item	Description
% completed	The percentage of skills in the <u>Individualized Training Program</u> completed by the student.
Total skills completed	In the <i>Academy of READING</i> , the number of skills completed but not necessarily mastered by the student, and the total number of individual skills there are in this program.
Total skills mastered	In the <i>Academy of MATH</i> , the number of skills mastered by the student, and the total number of individual skills there are in this program.
Total Time on Task	The total time the student has spent in training. Includes time in practice and training, but not time in tutorials.
Total number of teacher times	The number of times that this student has had a teacher time event.

Table 4-6: Student progress page—Summary section (Continued)

Item	Description
View	Select <b>Progress over time</b> or <b>Ease of progress</b> .

Report details section—Progress over time view

This section shows all of the skills in the student’s Individualized Training Program, when the student worked on the skill, and the criteria that were used to determine that the student had mastered a skill.

Figure 4-7: Student training—progress over time (*Academy of READING*/*Academy of MATH*)

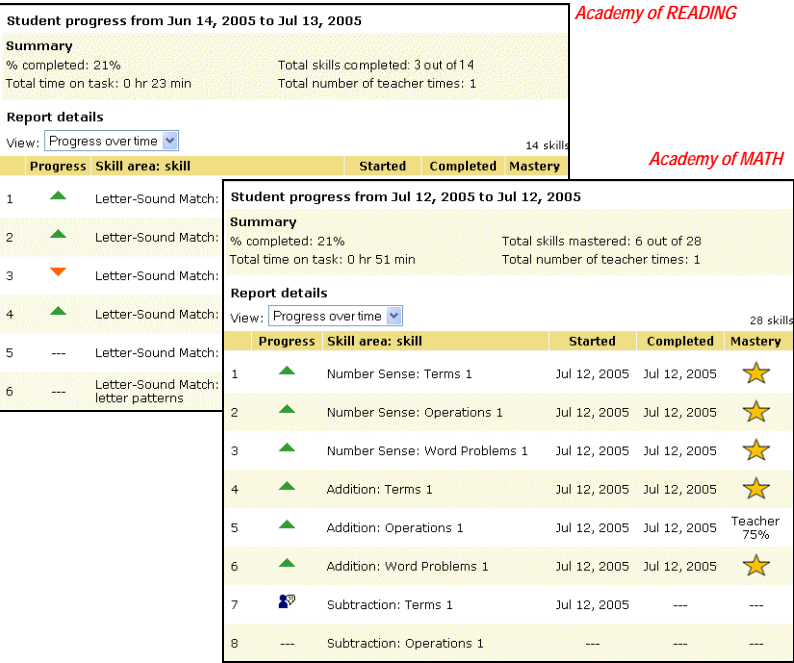


Table 4-7: Report details—Progress over time view








Field	Description
Progress	Indicates how the student is progressing. If the student has mastered the skill, the icon indicates how the student was progressing at the time of mastery.
	 Student is progressing well and has had no interventions for the skill.
	 Student has had at least one intervention in the skill.
	 Student has been paused in the skill.
	 Student needs <u>teacher time</u> .
Skill area: skill	The Skill Area and the specific skill within the skill area that the student is working on.
Started	The date that training started on this skill.
Completed	The date that training was completed on this skill.

Table 4-7: Report details—Progress over time view (Continued)

Field	Description
Mastery	 Student has mastered the skill using <i>Academy of READING</i> or <i>Academy of MATH</i> default mastery criteria.
	Academy Mastered using criteria set by an automated <i>Academy of READING</i> or <i>Academy of MATH</i> intervention.
	Teacher Mastered using criteria set during a Teacher intervention.
	% and/or msec Criteria used to determine mastery.
	 Training in this <i>Academy of MATH</i> was interrupted when a staff member manually changed the assigned Individualized Training Program.
	 VM or AVM skill is Completed But Not Mastered. Because the student was having difficulties, the Academy had moved the skill to the end of the Individualized Training Program, but the student was still unable to master it.

Report details section—Ease of progress view





This section shows how the student mastered each skill, and how the student is progressing in the current skill. By looking at the information about each skill, you can see if the student is having difficulty with certain skill areas.



Figure 4-8: Report details—Ease of progress (*Academy of READING*/*Academy of MATH*)

<b>Student progress from Jun 14, 2005 to Jul 13, 2005</b> <b>Summary</b> % completed: 21%                      Total skills completed: 3 out of 14 Total time on task: 0 hr 23 min                      Total number of teacher times: 1 <b>Report details</b> View: <span>Ease of progress</span> <span>14 skills</span>						<i>Academy of READING</i>					
Progress	Skill area: skill	Time on task (hh:mm)	Trials	Interventions	Teacher times						
1	Letter-Sound Match: Group 1 letters	0:02	1	0	0						
2	Letter-Sound Match: Group 2 letters	0:02	1	0	0						
3	Letter-Sound Match: Beginning sounds										
4	Letter-Sound Match: Ending sounds										
5 ----	Letter-Sound Match: Middle sounds										
<b>Student progress from Jul 12, 2005 to Jul 12, 2005</b> <b>Summary</b> % completed: 21%                      Total skills mastered: 6 out of 28 Total time on task: 0 hr 51 min                      Total number of teacher times: 1 <b>Report details</b> View: <span>Ease of progress</span> <span>28 skills</span>						<i>Academy of MATH</i>					
Progress	Skill area: skill	Time on task (hh:mm)	Trials	Interventions	Teacher times						
1	Number Sense: Terms 1	0:30	4	0	0						
2	Number Sense: Operations 1	0:06	2	0	0						
3	Number Sense: Word Problems 1	0:09	2	0	0						
4	Addition: Terms 1	0:02	3	0	0						
5	Addition: Operations 1	0:02	5	1	0						
6	Addition: Word Problems 1	0:01	1	0	0						
7	Subtraction: Terms 1	----	----	----	----						
8 ----	Subtraction: Operations 1	----	----	----	----						

Table 4-8: Ease of progress view

Field	Description
Progress	<p>Indicates how the student is progressing. If the student has mastered the skill, the icon indicates how the student was progressing at the time of mastery.</p> <div><div></div><div>Student is progressing well and has had no interventions for the skill.</div></div> <div><div></div><div>Student has had at least one intervention in the skill.</div></div> <div><div></div><div>Student has been paused in the skill.</div></div> <div><div></div><div>Student needs <a href="#">teacher time</a>.</div></div>
Skill Area: Skill	<p>In the <i>Academy of READING</i>, the skill area and the specific skill within the skill area that the student is working on.</p> <p>In the <i>Academy of MATH</i>, the skill that the student is working on. Shown as: Skill Area, Question Type, and Level.</p> <p>For example, Multiplication - Operations 6.</p>
Time on Task	<p>The time the student has spent in training on this skill. Includes time in practice and training, and time viewing the intermediate results pages, but not time in tutorials.</p>
Trials	<p>The number attempts the student has made to master the skill. If not yet mastered, the number of attempts so far on the exercise.</p>
Interventions	<p>The number of Teacher or automated AutoSkill <a href="#">interventions</a>.</p>
Teacher Times	<p>The number of times that this student has had a teacher time event while learning this skill.</p>

## Interventions in training

The Academy continuously monitors students as they progress through their training.

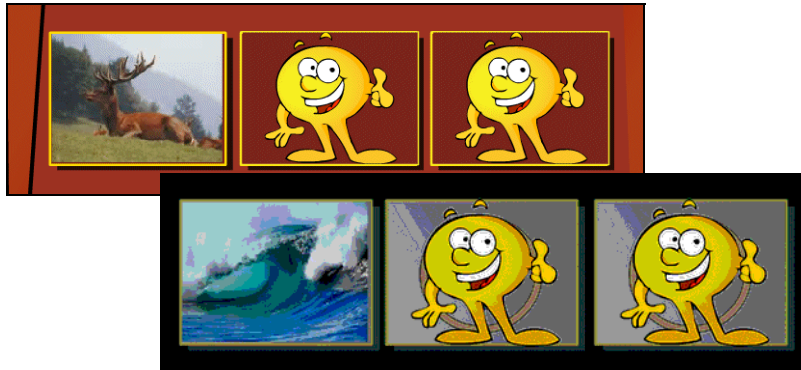
- **Academy Interventions:** If students are having difficulties, or are performing particularly well in certain skills, the program will intervene. Interventions are designed to help the students through the difficulties or, for students who have mastered a skill early, promote them to the next skill.
- **Teacher Time:** Teacher time is an intervention by the program that pauses a student's training so that the teacher can investigate.
- **Teacher Interventions:** There is also the possibility for Teachers to intervene to change mastery criteria for individual skills or for entire skill areas. See “Modifying mastery criteria” on page 57 for information about changing mastery criteria. Normally, this type of intervention should be taken only after considerable thought. These are referred to in student training progress views and in reports as Teacher interventions.

### *Academy interventions*

*Academy of READING* and *Academy of MATH* interventions can consist of:

- **Accelerated mastery:** If a student performs an exercise with no errors, the *Academy of READING* or the *Academy of MATH* intervenes and tells the student that he or she has mastered the exercise. In a puzzle gallery, any remaining puzzles will be replaced with the Accelerated Mastery picture as shown

Figure 4-9: Accelerated Mastery (*Academy of READING*/*Academy of MATH*)



- **View tutorial and practice:** Normally, one of the first interventions is to pause training and have the student view the tutorial and practice the skill.
- **Change mastery criteria:** A temporary change in mastery criteria can help a student over an isolated problem area and to experience success. The changed criteria can be seen in training progress pages.
- **Pause current exercise and assign another:** In *Academy of READING* Visual Match and Auditory-Visual Match exercises, the program can intervene to give the student a break from the current exercise and assign an exercise from another skill area. Upon completion of that skill, the student will return to the paused skill.

In the *Academy of MATH*, the program can intervene to assign a puzzle from the previous level of the skill as a review and a break. The review skill is also inserted into the Training Progress Report for the student. After completing the review, the student returns to the original level.

### *Teacher time*

If the automatic interventions are not successful, the student's training is paused and the student sees a teacher time picture. The teacher is required to assess the situation and give individual assistance before permitting the student to continue.

In the *Academy of MATH*, the student can also be placed in Teacher Time if the results of the math placement test are significantly below what would be expected given the student's grade. The teacher can accept the suggested Individualized Training Program or assign a different one.

Figure 4-10: Teacher Time



When the student is ready to resume training, the teacher can clear the teacher time from the Student training progress page or from the student's workstation.

► To clear teacher time

- 1 On the Student Training Progress page, click **Clear teacher time**.

or

From the student's workstation, click **Go to teacher page**, enter the teacher's user name and password, and then click **Clear teacher time**.

## Modifying mastery criteria

In exceptional circumstances, it may be necessary for a teacher to modify the criteria for a single skill or even an entire skill area.

If a student is having difficulty in a single skill, and the automatic interventions by the Academy have not solved the problem, the teacher can lower the criteria for that single skill to allow the student to move on. This would be done to prevent frustration reaching unacceptable levels. By moving on, the student would likely do better on the skill the next time it appeared.

If a student would benefit from training in the *AutoSkill Academy Suite*, but is unlikely to succeed with the normal criteria, it is possible to change the mastery criteria for an entire skill area. In the *Academy of MATH*, it is also possible to change the mastery criteria for a student's entire Individualized Training Program. After the mastery criteria are modified, the student completes training using the altered criteria throughout. Changing mastery criteria for an entire skill area or training program should be used only after careful planning because of the risk of reducing the effectiveness of the training.

## *Mastery criteria for the current skill*

When you modify the mastery criteria for the current skill, you override the criteria set by the Academy for the skill that the student is currently working on. In the *Academy of MATH*, the change applies to the current level only.

Click the underlined Modify Mastery Criteria for <the Current Skill> link on the Student Training Progress page.

The criteria are applied to the next trial the student attempts for the skill.

### ► To modify the mastery criteria for the current skill

- 1 On the Student Training Progress page, click the underlined link **Modify mastery criteria for <the current skill>**. The Modify Mastery Criteria for <the Current Skill> page appears.
- 2 Modify the criteria as shown in .
- 3 Click **Apply to current skill**.

### Modify mastery criteria for the current skill

This page displays the criteria that the current student must satisfy in order to progress in the skill being worked on.

You would normally consider modifying the criteria for the current skill if a student was having difficulty on an exercise; for example, was in teacher time and you want to provide assistance in getting over an isolated obstacle.

Changes take effect on the next trial the student starts.

Figure 4-11: Modify mastery criteria for the current skill

**Academy of READING® - Student training progress** Help

Student: Louise Emery  
 Class: Walker Gr 5 Reading  
 Training program: [6-7 Moderate Stream](#)  
 Teacher: Rochelle Walker

**Modify mastery criteria for Letter-Sound Match: Ending sounds**

**Current status:** Last modified by a teacher

Puzzle size: 5 x 4  
 Accuracy: Decreased from 85% to 75%  
 Question time-out: 30 sec  
 Last modified: Jul 13, 2005 10:16 AM

Modify mastery criteria for Letter-Sound Match: Ending sounds

Puzzle size:  Accuracy:

Time out questions after:

**Academy of MATH® - Student training progress** Help

Student: Francine Cook  
 Class: Thivierge Grade 1 Math  
 Training program: [Level 1](#)  
 Teacher: Linda Thivierge

**Modify mastery criteria for Subtraction: Terms 1**

**Current status:** Last modified by a teacher

Puzzle size: 4 x 5  
 Accuracy: Decreased from 80% to 75%  
 Question time-out: 2 min 0 sec  
 Last modified: Jul 13, 2005 10:18 AM

Modify mastery criteria for Subtraction: Terms 1

Puzzle size:  Accuracy:

Time out questions after:

*Academy of READING*

Titles indicate that the criteria are for the current skill only

*Academy of MATH*

Applies only to this level

Table 4-9: Modify mastery criteria for the current skill

Field	Description
Current status	The shaded area of the page shows the changes that were last made to the mastery criteria and the role of the person that made them.
Modify mastery criteria for...	<p>Depending on the skill, changes can be made to:</p> <ul style="list-style-type: none"> <li>Puzzle size (Applies to all puzzles in the <i>Academy of MATH</i>, and to <u>SM</u> and <u>LSM</u> only in the <i>Academy of READING</i>).</li> <li>Accuracy.</li> <li>Question <u>timeout</u> length (Applies to <u>SM</u> and <u>LSM</u> in the <i>Academy of READING</i> and to all puzzles in the <i>Academy of MATH</i>).</li> <li>Response time range (<u>VM</u> and <u>AVM</u> only).</li> </ul>

Click **Apply to current skill** to apply the changes you have made to all exercises in the current skill.

Click **Reset to recommended** to reset the criteria to those recommended by the *Academy of READING* or the *Academy of MATH*.

Click **Cancel** to return to the previous page without saving any changes.

## *Mastery criteria for an entire skill area*

When you modify the mastery criteria for an entire skill area, you over-ride the criteria set by the *Academy of READING* or the *Academy of MATH* for all exercises in the skill area. This is much broader than simply changing the criteria for a single skill. In the *Academy of MATH*, the changes apply to all levels in the student's Individualized Training Program.

On the Student training progress page, you click the underlined Modify mastery criteria for an entire skill area link (which is only available for students who have started training). You select the skill area or *Academy of MATH* question type (Terms, Operations, Word Problems, or All), and then change the criteria. In the *Academy of MATH*, you can also choose to modify all of the skill areas at the same time.



*Note: Changes take effect with the next exercise that is assigned. If the student is ready for a new exercise but has not yet begun it, the criteria for the exercise have already been set. That exercise will use the old criteria.*

### ► To modify the mastery criteria for an entire skill area

- 1 On the Student Training Progress page, click the underlined link **Modify mastery criteria for an entire skill area**. The Modify Mastery Criteria for a Skill Area Page appears.
- 2 *Academy of READING*: Click on the skill area to be modified. The Modify Mastery Criteria for the Selected Skill Area page appears.
- 3 *Academy of READING*: Modify the criteria and then click **Apply to skill area**. The display returns to the Modify Mastery Criteria for a Skill Area page.
- 4 *Academy of MATH*: From the **Question type** drop-down list, select the type of entries to appear in the **Questions type** column.
- 5 *Academy of MATH*: You can choose to modify all of the question types for a skill area on a single page, modify only a single question type for a skill



area, or you can choose to modify the question types for all of the skill areas in the entire training program.

- To show all of the question types in a skill area, click on the skill area in the **Skill area** column. The Modify Mastery Criteria for the Selected Skill Area page appears. Modify the criteria for each question type to be changed and then click **Apply**. When all changes have been applied, click **OK**. The display returns to the Modify Mastery Criteria for a Skill Area page.
- To show only a single question type, click on it in the **Question type** column. The Modify Mastery Criteria For All Levels of a Single Math Skill page appears. Modify the criteria and then click **Apply to skill type**. The display returns to the Modify Mastery Criteria for a Skill Area page.
- To modify all of the skill areas at the same time, click on **Modify the entire training program**. The Modify Mastery Criteria for the Entire Math Training Program page appears. Modify the criteria for each question type to be changed and then click **Apply**. When all changes have been applied, click **OK**. The display returns to the Modify Mastery Criteria for a Skill Area page.

6 Select another skill area or to finish, click **OK**.

### Modify mastery criteria for a skill area

This page lists the skill areas that can be included in a student's Training Program. Skill areas that are included in the selected student's Training Program are underlined and shown in a different color. You can click on the skill area to modify the mastery criteria for all of the reading skills or math question types that comprise it, or in the *Academy of MATH* you can choose to modify the criteria for a single question type and leave the criteria for the others unchanged.

Figure 4-12: Modify mastery criteria for a skill area

Academy of READING® - Student training progress

Student: Louise Emery  
Class: Walker Gr 5 Reading  
Training program: [6-7 Moderate Stream](#)

Teacher: Rochelle Walker

Modify mastery criteria for a skill area

Skill area	Last modified	Modification type	Completed
<a href="#">Auditory-Visual Match</a>	---	No modification - training program default	
<a href="#">Comprehension</a>	---	No modification - training program default	
<a href="#">Letter-Sound Match</a>	---	No modification - training program default	
Sound Match	---	---	
Visual Match	---	---	

OK

Click a Skill area to modify its criteria

Academy of MATH® - Student training progress

Student: Everett Forth  
Class: Thivierge Grade 1 Math  
Training program: [Level B](#)

Teacher: Linda Thivierge

[Modify the entire training program](#)

Modify mastery criteria for a skill area

Question type: [All](#) [Terms](#) [Operations](#) [Word Problems](#)

Skill area	Question type	Last modified	Modification type
<a href="#">Addition</a>	<a href="#">Operations</a>	---	No modification - training program default
	<a href="#">Terms</a>	Jul 13, 2005	Last modified by a teacher
	<a href="#">Word Problems</a>	---	No modification - training program default
<a href="#">Division</a>	<a href="#">Operations</a>	---	No modification - training program default
	<a href="#">Terms</a>	---	No modification - training program default
	<a href="#">Word Problems</a>	---	No modification - training program default
<a href="#">Equations</a>	<a href="#">Operations</a>	---	No modification - training program default
	<a href="#">Terms</a>	Jul 13, 2005	Last modified by a teacher
	<a href="#">Word Problems</a>	---	No modification - training program default

Select the entries to appear in Question type column

Click a Skill area to modify criteria for all Question types in the skill area

Click a Question type to modify criteria for just one Question type in the skill area

Table 4-10: Modify mastery criteria for the skill area

Field	Description
Skill area	Skill areas that are included in the selected student's <u>Individualized Training Program</u> are underlined and shown in a different color. You can click on the skill area to modify the mastery criteria for all of the skills that comprise it.
Last modified	If the criteria for the skill have been modified, shows the date on which a user last modified the criteria.

Table 4-10: Modify mastery criteria for the skill area

Field	Description
Modification type	<p><u>Academy recommended</u>: The last change made was to return the settings to those recommended by the <i>Academy of READING</i> or the <i>Academy of MATH</i>.</p> <p><u>Teacher modified</u>: A user modified the criteria to something different from the settings recommended by the <i>Academy of READING</i> or the <i>Academy of MATH</i>.</p>
Complete	A check mark indicates that the student has completed training in this skill area.

Click **OK** to return to the previous page.

### Modify mastery criteria for the selected skill area

This page allows you to change the criteria for the entire skill area selected in the Modify mastery criteria for the skill area page. Changes will apply to all exercises in the skill area, not just to the specific skill being worked on. You can change the criteria or reset them to the settings recommended by the *Academy of READING* or the *Academy of MATH*.

Before you modify mastery criteria, you should be sure that this is the best way to address the student's problem.

Figure 4-13: Modify mastery criteria for <entire skill area>

**Modify mastery criteria for Letter-Sound Match**

**Current status:** Last modified by a teacher

Puzzle size: 5 x 4  
Accuracy: Decreased from 85% to 80%  
Word building question time-out: 1 min 30 sec  
Question time-out: 30 sec  
Last modified: Jul 13, 2005 10:26 AM

Modify mastery criteria for Letter-Sound Match

Puzzle size: [dropdown] Accuracy: [dropdown]  
Time out word building questions after: [dropdown]  
Time out questions after: [dropdown]

Apply to skill area Reset to recommended

**Academy of MATH**

**Modify mastery criteria for Subtraction - All**

**Modify all Subtraction - Terms**

Puzzle size: [dropdown] Accuracy: [dropdown]  
Time out questions after: [dropdown] Apply Reset to recommended

**Modify all Subtraction - Operations**

Puzzle size: [dropdown] Accuracy: [dropdown]  
Time out questions after: [dropdown] Apply Reset to recommended

**Modify all Subtraction - Word Problems**

Puzzle size: [dropdown] Accuracy: [dropdown]  
Time out questions after: [dropdown] Apply Reset to recommended

OK

**Academy of READING**

Table 4-11: Modify mastery criteria for skill area <entire skill area>

Field	Description
Current status	The shaded area of the page shows the changes that were last made to the mastery criteria and the role of the person that made them.
Criteria	<p>Depending on the skill, changes can be made to:</p> <ul style="list-style-type: none"><li>• Puzzle size (Applies to all puzzles in the <i>Academy of MATH</i>, and to <i>SM</i> and <i>LSM</i> only in the <i>Academy of READING</i>).</li><li>• Accuracy.</li><li>• Question <i>timeout</i> length (Applies to <i>SM</i> and <i>LSM</i> in the <i>Academy of READING</i> and to all puzzles in the <i>Academy of MATH</i>).</li><li>• Response time range (<i>VM</i> and <i>AVM</i> only).</li></ul>

*Academy of READING*—Click **Apply to skill area** to use the new mastery criteria for all remaining exercises in the *Academy of READING* skill area. Click **Cancel** to cancel the changes and return to the previous page.

*Academy of MATH*—Click **Apply** beside each skill area that you are changing. After you have applied all your changes, click **OK** to return to the previous page. The new mastery criteria will be used for all remaining exercises in the *Academy of MATH* skill area.

Click **Reset to recommended** to reset the mastery criteria to the criteria recommended by the *Academy of READING* or the *Academy of MATH*.

## Modify mastery criteria for all levels of a single Math skill

This page displays the criteria that the current student must satisfy in order to progress in this Math skill. Changes made here apply to all levels in the student's Individualized Training Program.

Changes take effect on the next trial the student starts.

Figure 4-14: Modify mastery criteria for all levels of a Math skill

Table 4-12: Modify mastery criteria for all levels of a Math skill

Field	Description
Current status	The shaded area of the page shows the changes that were last made to the mastery criteria and the role of the person that made them.

Table 4-12: Modify mastery criteria for all levels of a Math skill (Continued)

Field	Description
Criteria	<p>Depending on the skill, changes can be made to:</p> <ul style="list-style-type: none"><li>• Puzzle size (Applies to all puzzles in the <i>Academy of MATH</i>, and to <u>SM and LSM</u> only in the <i>Academy of READING</i>).</li><li>• Accuracy</li><li>• Question <u>timeout</u> length (Applies to <u>SM</u> and <u>LSM</u> in the <i>Academy of READING</i> and to all puzzles in the <i>Academy of MATH</i>).</li><li>• Response time range (<u>VM</u> and <u>AVM</u> only).</li></ul>

Click **Apply to current skill** to apply the changes you have made to all exercises in the current skill.

Click **Reset to recommended** to reset the criteria to those recommended by the *Academy of MATH*.

Click **Cancel** to return to the Student training progress page without saving any changes.

**Modify mastery criteria for the entire Math training program**

This page allows you to change the criteria for the selected skill types in all skill areas in the student’s Individualized Training Program in the *Academy of MATH*. You can change the criteria or reset them to the settings recommended by the *Academy of MATH*.

Before you modify mastery criteria, you should be sure that this is the best way to address the student’s problem.



*Note: Changes take effect with the next exercise that is assigned. If the student is ready for a new exercise but has not yet begun it, the criteria for the exercise have already been set. That exercise will use the old criteria.*

Figure 4-15: Modify mastery criteria for entire math training program

Modify mastery criteria for the entire training program

Modify all terms

Puzzle size

Accuracy

Time out questions after

Apply

Reset to recommended

Modify all operations

Puzzle size

Accuracy

Time out questions after

Apply

Reset to recommended

Modify all word problems

Puzzle size

Accuracy

Time out questions after

Apply

Reset to recommended

OK

Title indicates that the criteria are for the entire training program

You can change each question type individually

Table 4-13: Modify mastery criteria for entire math training program

Field	Description
	Changes can be made to:
Criteria	<ul style="list-style-type: none"><li>• Puzzle size</li><li>• Accuracy</li><li>• Question <u>timeout</u> length</li></ul>

Click **Apply** beside each skill area that you are changing. After you have applied all your changes, click **OK** to return to the previous page. The new mastery criteria will be used for all remaining exercises in the *Academy of MATH*.

## Modifying the assigned training program

In the *Academy of MATH* only, after a student has done some training, it may become apparent that the student would benefit from training at a different level than the one assigned. If the license permits, a staff member can change the training program. A link is provided on the Student Training Progress page.

Figure 4-16: Modify the individualized training program

The screenshot shows a software interface with a top navigation bar containing 'System', 'Schools', 'Classes' (highlighted), 'Users', and 'Reports'. Below the navigation bar is a header section for 'Academy of MATH® - Student training progress'. This section includes the following information: 'Student: Elliot Jones', 'Class: MathClass1', 'Teacher: Default Admin', and 'Training program: Level 3 - Level 4'. A 'Help' link is visible in the top right corner of this section. Below the header is a section titled 'Modify the Individualized Training Program'. It contains two paragraphs of text: 'If you think this student would benefit from a different training program, we give you the opportunity to intervene and switch to a more suitable Individualized Training Program.' and 'If a new training program is selected, it will start after the student finishes the current task. Select a new training program from the drop-down list or click Cancel to leave the training program unaltered:'. Below this text is a drop-down menu currently showing 'Level 3 - Level 4'. At the bottom of the dialog are two buttons: 'Switch to new training program' and 'Cancel'.

► To modify the individualized training program

- 1 On the Student Training Progress page, click the underlined link **Modify the Individualized Training Program**. The Modify the Individualized Training Program page appears.
- 2 Select a program from the drop-down list.
- 3 Click **Switch to new training program**.

The student is logged out and the new program is assigned to the student. Any skills in the new program that the student has previously mastered at Academy default criteria are removed. Any skills from the old program that were mastered at other than Academy default criteria are added to the new program.

Information about the original program remain available in the Student Training Progress report.

## Certificates

The *Academy of READING* and the *Academy of MATH* award certificates to students at frequent intervals for mastering skills. The students can look at them in the Trophy Case and they can print each certificate up to three times.

On the Classes tab, teachers can see which certificates have been awarded and which ones have been printed. They can also print copies (as many as needed).



Figure 4-17: Class certificates page

System Schools **Classes** Users Reports

**Class certificates** [Printer friendly](#) [Help](#)

School:  Subject:

Class:  Next scheduled test: Jun 15, 2007 (in 227 days)

Grade: 4 Teacher: Donald MacLeod

Training period: Sep 1, 2005 to Jun 30, 2007

**Show the certificates earned**

from    to

5 students in this class

<input type="checkbox"/>	Student name	Grade	Last received	Total earned	Not yet printed
<input checked="" type="checkbox"/>	<a href="#">Close, Georgette</a>	4	Oct 31, 2006	3	2
<input checked="" type="checkbox"/>	<a href="#">Ferme, Glenda</a>	4	Oct 31, 2006	5	4
<input type="checkbox"/>	<a href="#">Open, Gregory</a>	4	Oct 31, 2006	4	2
<input type="checkbox"/>	<a href="#">Ouvert, Georges</a>	4	Oct 31, 2006	4	4
<input type="checkbox"/>	<a href="#">Stenat, Glen</a>	6	Oct 31, 2006	7	3

## Listing and printing certificates earned by a class

The Certificates menu on the Classes tab provides access to the student certificates.

### ► To list the certificates earned by a class

- 1 Click on the **Classes** tab and then click **Certificates**. The Class Certificates page appears.
- 2 Select *Academy of READING* or *Academy of MATH* from the drop-down list.
- 3 Select a **School** from the list. System Administrators can select a school. AutoSkill Coordinators and Teachers can see only their own school.
- 4 Select a **Class** from the list. System Administrators and AutoSkill Coordinators can select any class in the school. Teachers can select only their own classes.
- 5 To show only certificates awarded during a specific period, select a new 'from' date and a 'to' date and then click **Show**.
- 6 Select the students whose certificates are to be printed.

7 To print all of the certificates earned by the selected students, click **Print total earned**.

To print only the certificates that have not yet been printed, click **Print only certificates not yet printed**.



*Note: To print specific certificates for an individual student, see “Listing and printing student certificates” on page 71.*

**Class certificates**

Shows the number of certificates earned by students in a class during a period you specify. It shows the date each student last earned a certificate, the total number earned, and the number that have been not yet been printed.

Select a School from the list. System Administrators can select a school. AutoSkill Coordinators and Teachers can see only their own school.

Select a Class from the list. System Administrators and AutoSkill Coordinators can select any class in the school. Teachers can select only their own classes.

In the Show the certificates earned area, enter the dates for the period in which you want certificates shown, and then click Show.

Initially, the dates are for the start and finish of the school training period. The earliest start date is the beginning of the training period. The latest end date is the end of the training period.

Table 4-14: Class certificates


Field	Description
	Select to include this student’s certificates when you click either print button.  You can select all students in the list by selecting the checkbox in the heading row.
Student name	Click to open the Certificates Earned page for the student.
Grade	The grade the student is in.
Last received	The date the student last earned a certificate.
Total earned	The total number of certificates the student has earned.

Table 4-14: Class certificates (Continued)

Field	Description
Not yet printed	The number of certificates that have not yet been printed for each student. Each student can print up to three copies of each certificate. However, staff members can print more.

Click **Print total earned** to print all certificates earned by the selected students, including those that have already been printed.

Click **Print only certificates not yet printed** to print only the certificates that have not yet been printed for the selected students.

To print additional copies of certificates that have already been printed, click on the student’s name to open the Certificates Earned page, and select the certificates to be printed.

*Listing and printing student certificates*

The Student Certificates page shows a history of the certificates that a student has earned. You can select and print any or all of the certificates.

Figure 4-18: Student certificates page

SystemSchools**Classes**UsersReports

Academy of READING® - Student certificatesPrinter friendlyHelp

Student: Allan RunnerClass: Walker Gr 5 ReadingTeacher: Rochelle WalkerTraining program: 4-5 Comprehensive Stream

Certificates earned by Allan Runner

<input type="checkbox"/>	Skill area	Skill	Earned on	# printed
<input type="checkbox"/>	Sound Match	Rhyming words	Jul 13, 2005	1
<input type="checkbox"/>	Sound Match	Beginning sounds in w		
<input type="checkbox"/>	Sound Match	Ending sounds in wor		

PrintCancel

SystemSchools**Classes**UsersReports

Academy of MATH® - Student certificatesPrinter friendlyHelp

Student: Jeremy ClaudeClass: Randolph Gr 2 MathTeacher: Warren RandolphTraining program: Level 2

Certificates earned by Jeremy Claude

<input type="checkbox"/>	Skill area	Skill	Earned on	# printed
<input type="checkbox"/>	Number Sense	Terms 2	May 30, 2005	1
<input type="checkbox"/>	Number Sense	Operations 2	May 30, 2005	1
<input type="checkbox"/>	Number Sense	Word Problems 2	May 30, 2005	1
<input type="checkbox"/>	Addition	Terms 2	May 30, 2005	0

PrintCancel



To list and print the certificates earned by a student


- 1 On the Class Certificates page, click on a student name. The Student Certificates page appears.
- 2 Select the certificates to be printed and then click **Print**.
- 3 Click **Cancel** to return to the previous page.

Student certificates

Lists the certificates that the selected student has earned. You can select some or all of the certificates and print them.

For each skill area, the page lists the skills in which the student has earned certificates, the date on which each certificate was earned, and how many copies have been printed.

Table 4-15: Certificates earned

Field	Description
	Select to include this certificate for printing.  You can select all certificates in the list by selecting the checkbox in the heading row.
Skill area	Skill areas in which the student has earned certificates.
Skill	Within each skill area, the specific skill for which a certificate has been earned.
Earned on	The date on which the student satisfied the criteria for earning the certificate.
Printed	The number of copies of the certificate that have been printed. Each student can print up to three copies of each certificate. However, staff members can print more.

Click **Print** to print a copy of each of the certificates that has a check mark beside it.

Click **Cancel** to return to the previous page.

# Student Testing

The Class Test Schedule page shows the tests that students have completed, the date of the next scheduled test in the class, and the scheduled dates of the next test for each student in the class. If the next scheduled test in the class is within seven days, a yellow triangle appears next to the date and the date turns into a link to the “Best practices for testing” on page 74.

Unless the teacher specifies that a student is not to be tested, all students (except for Kindergarten and Grade One students in the *Academy of READING*) are assigned a placement test when they first click on the classroom door to determine the Individualized Training Program that they will follow.

In the *Academy of MATH*, if the results of the placement test are significantly below what would be expected given the student’s grade, the teacher can accept the suggested Individualized Training Program or assign a different one.

After a students completes a post-test, the program does not automatically schedule additional tests but you can schedule them if you wish. The date of the last test taken is always shown on the Class Test Schedule page. You can assign dates for post-tests for any or all students.

Students receive scheduled tests the first time they log in on or after the scheduled date.

Figure 4-19: Class test schedule

SystemSchools**Classes**UsersReports

Class test schedule

Printer friendlyHelp

School: Elementary SchoolSubject:

Class: Elliot Grade 4Next scheduled test: Apr 6, 2007 (in 3 days)⚠Teacher: George Elliot

Grade: 4

Training period: Jan 1, 2007 to Jun 30, 2007

Select students:

2 students in this class

<input type="checkbox"/>	Student name	Grade	Placement test taken	Next test scheduled	Latest test taken
<input type="checkbox"/>	Elliot, James	4	---	Apr 6, 2007	---
<input type="checkbox"/>	Name, My	4	---	Apr 6, 2007	---

Select a new post-test date

Jan

1

2007

Apply new date

Cancel post-test

Select Reading or Math

When test is near, icon appears and date becomes a link to show Best Practices for Testing

73

## *Best practices for testing*

Students who are mentally prepared do better in tests:

- Try not to test at the end of a day or week or when students are tired. Testing near holidays or other fun activities can result in weak attention to the task and results in poor outcomes.
- Students need to be in a good frame of mind. If students are having a bad day, their scores will reflect this.

For all tests:

- Allow at least a full class period for the test. Some students will require more than one period. Tell the students that the test may take some time.
- During the test, monitor students early to ensure they understand and are participating. Tell them not to rush. Time is not a factor; however, you should note the time that each student takes. Watch for students who are going through the assessment too quickly.
- Some younger students may not understand how to use the mouse at first. You will have to show them.
- Have students check their work, ensuring that they did not miss any questions.

For post-tests:

- A post-test requires the same student preparation as the pre-test.
- The Class Training Monitor page show the next date that a test is scheduled in the class.
- Students should not start a post-test on the same day that they do other training in the program. Have them begin the test the next day they are in class.
- Ensure that students know that this assessment will show them how they have improved and that they need to do the best that they can.
- If a student seems to be rushing through the test, look at their pre-test times for guidance. If appropriate, remind the student how much time they took on the pre-test.

In the *Academy of READING*:

- Have students read the entire passage silently before answering any questions. More than one response may appear to be usable, so tell the student to select the response that they think most closely fits the story.
- The I'm Done button appears when the student has completed a story. If the button does not appear, the student has probably not answered all of the questions. Look for empty blanks in the story.

In the *Academy of MATH*

- Tell the student not to worry if the questions appear too difficult. In order to find the correct level, the program must ask questions that are beyond the student's ability.
- The I'm Done button appears when the student has answered all ten of the questions in the current level. If the button does not appear, the student has probably not answered all of the questions. Look for a 'blue button' in the list of question numbers.

## *Scheduling tests*

The dates that tests were completed and post-tests are scheduled are shown on the Class Test Schedule page. You can select one or more students and change the dates for the next post-test.

### ► To change scheduled test dates


- 1 Click on the **Classes** tab and then click **Test schedules**. The Class Test Schedule page appears.
- 2 Select *Academy of READING* or *Academy of MATH* from the drop-down list.
- 3 Select a **School** from the list. System Administrators can select a school. AutoSkill Coordinators and Teachers can see only their own school.
- 4 Select a **Class** from the list. System Administrators and AutoSkill Coordinators can select any class in the school. Teachers can select only their own classes.
- 5 Select the checkbox beside one or more students.
- 6 In the **Select a new post-test date** area below the students list, select the date for the test.
- 7 Click **Apply new date**. The new date is entered in the **Next test scheduled** column for the selected students.

Class test schedule

This page shows when students in the selected class took their placement test, and when additional tests are scheduled. If a student has already taken a test, the date on which the test was taken is shown. On this page, you can change the scheduled date for one or more students.

The date of the next scheduled test in the class is shown. If the date is near, the label turns into a link that you can click to view a list of best practices for preparing students for a test.

Table 4-16: Student tests

Field	Description
	Select to include this student when you reschedule or cancel a post-test. You can select all students in the list by selecting the checkbox in the heading row. Students in Kindergarten or grade 1 are not tested, so they do not have test dates.
Student name	Lists the students in the selected class.
Grade	The grade the student is in.
Placement test taken	The date that the student completed the placement test.
Next test scheduled	The date that the student is to take test. If the entry is blank, the student is not scheduled to have a test.
Latest test taken	The date that the student last completed a test.

In the **Select a new post-test date** area at the bottom of the page, select the new test date to be applied to the selected students.

Click **Apply new date** to apply the new date to the students who have a check mark beside their names.

Click **Cancel post-test** to remove the scheduled post-test from the students who have a check mark beside their names.



## Student finishes a training program

Upon completing the assigned Individualized Training Program in the *Academy of READING* or the *Academy of MATH*, most students will be assigned additional material. They will see a message in the classroom congratulating them on all the hard work that they have done and telling them that they may have some review or bonus activities to complete.

Upon clicking Continue, students are taken to the Lobby. They click the classroom door to begin work on the review and bonus activities. If there are none, they have completed training and will see a congratulatory message.

Figure 4-20: Individualized Training Program completed



*Notes: For students who have completed their initial training program, symbols on the Student Training Progress page and on student reports will indicate that the student is working on additional material.*

- An asterisk (\*) in front of the training program name indicates that the student has completed the initial Individualized Training Program and is working on additional material. Also, in the Academy of*

*MATH only, the asterisk will appear if a teacher has manually changed the student's assigned Individualized Training Program.*

- *A plus-sign (+) after the training program name indicates that some skills from the previous training program were not mastered at the Academy Recommended criteria and have been added to the current training program.*
- *A period followed by a number (for example, “.2”) after the training program name indicates that the same training program has been assigned previously in the current training period or in a previous training period.*

### ***Additional Academy of READING training***

When a student completes the Individualized Training Program in the *Academy of READING*, the program automatically assigns the next higher training program as continuation training plus any skills not mastered at the default criteria in the originally assigned training program. Any exercises in the new training program that the student has already mastered using the *Academy of READING* default criteria are removed from the new training program.

Students in the 8-Adult Accelerated reading program are assigned only those skills that were not mastered at the default criteria. Students in this program who have completed all skills at the default criteria are not assigned any new activities. They have completed their training.

### ***Additional Academy of MATH training***

When a student completes an Individualized Training Program in the *Academy of MATH*, the program automatically assigns the next higher training program to the student, plus any skills from the just-completed program that were not mastered at the default criteria. Any exercises in the new training program that the student has already mastered using the *Academy of MATH* default criteria are removed from the new training program.

Students who have completed Level 8 are assigned only those skills that were not mastered at the default criteria. Students at this level who have completed all skills at the default criteria are not assigned any new activities. They have completed their training.

## Chapter 5

# User roles

In this chapter:

- Introduction
- System Administrator
- District Administrator
- AutoSkill Coordinator
- School Administrator
- Teacher
- Student

# Introduction

Users can take on any of six roles. The first five are for staff users, who manage the Academy or view reports about student training

- System Administrator
- District Administrator
- AutoSkill Coordinator
- School Administrator
- Teacher
- Student

## System Administrator

System Administrators are responsible for tasks that affect all schools in the district. Tasks include:

- Adding or removing schools
- Importing, exporting, and transferring students
- Setting system options
- Setting report update schedules
- Managing the database

System Administrators can also carry out the tasks of any other user in any school. System Administrators who have responsibilities for database and system maintenance should also understand the technical aspect of the Academy installation.

Table 5-1: System Administrator privileges

Can access	May add	May delete	May modify information on
System tab Schools tab Classes tab Users tab Reports tab	All user types in any school.	All users in any school. May not delete self.	All users in any school.

*District Administrator*

District Administrators are educational and administrative personnel, such as District Supervisors or Academy Project Managers, who need to view reports from all schools in the district.

The District Administrator’s main roles are to monitor usage and to ensure that the implementation is going well. They have no management functions within the Academy.

Table 5-2: District Administrator user management privileges

Can access	May add	May delete	May modify information on
Reports tab	Cannot view or modify information about other users.		

*AutoSkill Coordinator*

The primary roles of the AutoSkill Coordinator are to help set up the school, make it ready for training, and to ensure that the Academy runs smoothly throughout the year. This user can act as the Academy representative or project manager in a school. The AutoSkill Coordinator can carry out some of the basic system administration functions and can stand in if the System Administrator is unavailable.

AutoSkill Coordinators are responsible for coordinating Academy activities in a single school. They manage:

- User accounts
- Classes
- Student training
- Reporting

Table 5-3: AutoSkill Coordinator privileges

Can access	May add	May delete	May modify information on
System tab Schools tab Classes tab Users tab Reports tab	AutoSkill Coord, SchAdmin, Teacher, Student in their own school only.	In their own school: AutoSkillCoord, SchAdmin, Teacher, Student. May not delete themselves.	AutoSkillCoord, SchAdmin, Teacher, Student in their own school only.

*School Administrator*

School Administrators are educational and administrative personnel, such as Principals or Vice-Principals, who need to view reports for their school. They have no management functions within the Academy.

Table 5-4: School Administrator privileges

Can access:	May add:	May delete:	May modify information on:
Reports tab	Cannot view or modify information about other users.		

*Teacher*

Teachers are responsible for managing training for the students in their classes. Each teacher works in a single school only. Tasks include:

- Creating classes
- Assigning students to classes
- Monitoring, assisting, and managing their students’ training

The System Administrator sets an option on the System tab to control whether teachers can add or delete student users.

Table 5-5: Teacher privileges

Can access	May add	May delete	May modify information on
Classes tab Reports tab	Student (Basic information only; cannot add demographic information).	Students, in their own classes only.	Student (Basic information only; cannot see, add, or change demographic information).

*Student*

This is the role assigned to people who are taking training in the Academy. Each Student can be assigned to one school only.

Table 5-6: Student privileges

Can access	May add	May delete	May modify information on
Student User Interface only	Students do not have any management functions.		





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